

Pupil premium strategy statement -St George & St Martins Catholic Academy

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Dianne Mason
Pupil premium lead	Jenna Griffiths
Governor / Trustee lead	Janet Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99,440

Part A: Pupil premium strategy plan

Statement of intent

Our vision for St George & St Martin is summed up in the words ‘Growing, Learning, Loving in Christ; United in Play, Prayer and Peace.’

The school welcomes the focus upon ‘raising the achievement of disadvantaged children’ as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families.
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio-economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Teaching- Continuous Professional Development. challenges	
1	Underdeveloped Early Literacy and Numeracy Skills: Many children begin school with significant gaps in literacy and numeracy, requiring specific teaching of language and communication and targeted early intervention
2	Limited Time and Resources: Professional development (PD) is crucial for improving teaching and raising student attainment and ensuring feedback leads to actionable Improvement
Targeted Academic Intervention Challenges	
3	Academic Attainment: Close the attainment gap between disadvantaged pupils and their peers, particularly in core subjects like English and Mathematics.
4	Special Educational Needs and Disabilities (SEND): Challenges in accessing appropriate support and resources, impacting their ability to engage with the curriculum and achieve their full potential

Wider Strategy Challenges	
5	Social and Emotional Challenges: Pupils face issues related to mental health, family instability, and trauma, which impact their learning and school engagement.
6	Limited Aspirations and Access to Enrichment Many disadvantaged pupils demonstrate low aspirations and motivation , often due to limited exposure to career role models and future pathways. This is compounded by restricted access to enrichment opportunities , such as extracurricular activities, cultural experiences, and extended learning, which are essential for developing confidence, ambition, and engagement in learning. Addressing this challenge is key to fostering a broader worldview, raising aspirations, and supporting holistic development
7	Health and Well-being Concerns: Physical and mental health barriers to learning.
8	Promote Parental and Community Engagement: The school faces the challenge of building stronger, more consistent partnerships with families and the wider community to enhance the support system available to disadvantaged pupils. While some families are actively engaged, there remains a need to increase participation and collaboration to ensure all pupil premium children benefit from a cohesive network of support that extends beyond the classroom. Leveraging community resources and fostering meaningful parental involvement is essential to improving outcomes for these pupils.
9	Attendance and Engagement: Attendance rates can be lower among disadvantaged pupils, often due to external factors such as family responsibilities or poor health

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Underdeveloped Early Literacy and Numeracy Skills:</p> <p>Challenge: Many children begin school with significant gaps in literacy and numeracy, requiring specific teaching of language and communication and targeted early intervention</p> <p>Focus on Early Years Education: High-quality early years education of language and communication is prioritised to support language development and school readiness.</p>	<p>Increased Vocabulary Development Children demonstrate an increase in both receptive (understanding) and expressive (speaking) vocabulary over time.</p> <p>Improved Sentence Structure and Grammar Children use longer, more complex sentences and correct grammatical forms as they engage in communication.</p> <p>Increased Listening and Understanding Children show improved ability to follow verbal instructions and engage with spoken language.</p> <p>Engagement in Conversations Children engage in back-and-forth conversations with peers and adults, demonstrating the use of turn-taking and appropriate social communication skills.</p> <p>Improved Pronunciation and Speech Clarity Children show improved pronunciation and clarity in their speech</p> <p>Enhanced Storytelling and Narrative Skills Children begin to express themselves through stories and recount events in an organized manner.</p> <p>Social and Emotional Expression Children use language to express feelings, emotions, and social interactions appropriately.</p>

	<p>Active Participation in Group Discussions Children actively participate in group activities, showing the ability to listen, contribute ideas, and collaborate with others.</p> <p>Increased Confidence in Using Language Children demonstrate growing confidence in using language to communicate needs, ideas, and feelings.</p> <p>Parent and Caregiver Involvement Parents and caregivers actively support language development at home.</p> <p>Assessment and Monitoring of Progress Regular assessments show measurable progress in children’s language skills over time.</p> <p>Language Use in Play Children use language to interact and make sense of the world during play.</p> <p>Improve Academic Attainment: Close the attainment gap between disadvantaged pupils and their peers, particularly in core subjects like English and Mathematics.</p> <p>Pre-Teaching and Scaffolding: Pupils have a solid foundation of vocabulary, background knowledge, and context before new concepts are introduced.</p> <p>Pupils make meaningful connections to new learning.</p> <p>The impact of the above will be:</p> <ul style="list-style-type: none"> • % of PP pupils achieving ELG in Communication and Language meets or exceeds national average. • Reduction in gap between PP and non-PP pupils in speaking and listening ELGs. • Termly assessments show upward trend in expressive and receptive vocabulary scores. • PP pupils demonstrate improved narrative skills in moderated writing samples
<p>Limited Time and Resources: Professional development (PD) is crucial for improving teaching and raising student attainment</p>	<p>Professional Development Improves:</p> <p>1. Teacher Knowledge and Skills Effective CPD deepens teachers’ understanding of pedagogy, subject knowledge, and strategies to support diverse learners—including those with speech, language, and communication needs (SLCN).</p> <p>2. Enhances Classroom Practice Practical and classroom-focused CPD directly influences the quality of teaching. Teachers implement evidence-based strategies consistently.</p> <p>3. Raises Pupil Attainment Strong CPD impacts on attainment so that pupils have better outcomes especially in literacy, communication, and numeracy as it equips teachers to address barriers to learning more effectively.</p> <p>The impact of this will be:</p> <ul style="list-style-type: none"> • % of PP pupils achieving expected standard in KS1 and KS2 Reading, Writing, and Maths increases year-on-year.

	<ul style="list-style-type: none"> • PP pupils' progress scores in Reading, Writing, and Maths are within 1 point of non-PP peers. • % of PP pupils achieving combined RWM at KS2 meets or exceeds national PP average. • Greater Depth attainment for PP pupils increases in Reading, Writing, and Maths by at least 5% annually. <p>Numeracy Fluency and Times Tables</p> <ul style="list-style-type: none"> • PP pupils demonstrate improved fluency in multiplication facts. • Year 4 PP pupils' mean score on multiplication check increases by at least 3 points. • % of PP pupils achieving full marks in multiplication check increases from 0% to at least 10%. • Weekly fluency tracking shows consistent improvement in times tables recall. <p>Writing Development</p> <ul style="list-style-type: none"> • Improve writing outcomes and Greater Depth attainment. • % of PP pupils achieving expected standard in writing increases by 10% annually. • % of PP pupils achieving Greater Depth in writing increases from 0% to at least 5%. • Moderation shows improved sentence structure, grammar, and composition in PP writing samples.
<p>3. The impact of interventions on pupil outcomes is significant as they are targeted, evidence-informed, and implemented with fidelity.</p>	<p>Targeted interventions, especially in English and mathematics significantly raise attainment levels</p> <p>Teaching assistants use structured reading interventions with fidelity, leading to measurable gains.</p> <p>Well-targeted interventions help close the attainment gap between disadvantaged pupils and their peers.</p> <p>Interventions lead to gains in fluency, comprehension, vocabulary, or numerical reasoning.</p> <p>Interventions help pupils secure key foundational skills. Targeted support boosts self-esteem, motivation, and classroom participation, especially for pupils who previously struggled.</p> <p>Pupils have greater independence and a more positive attitude to learning.</p> <p>Pupils become more willing to tackle challenging tasks independently and engage in class discussions.</p> <p>Pupils who received early reading support continue to achieve at expected at KS2</p> <p>More disadvantaged pupils meet or exceed expected standards in national assessments (e.g., phonics check, KS2 SATs).</p>

<p>Academic Attainment Challenge: Close the attainment gap between disadvantaged pupils and their peers, particularly in English and Mathematics.</p> <p>Intended Outcome: A broad and balanced curriculum that adapts to pupil needs.</p> <p>High-quality teaching for all, with adaptive strategies for disadvantaged pupils.</p> <p>Continuous professional development (CPD) for staff to improve teaching quality.</p> <p>Use of assessment to monitor progress and inform interventions.</p>	<ul style="list-style-type: none"> - Curriculum regularly evaluated and adapted. - Teachers confident in delivering inclusive teaching. - Improved attainment for PP pupils in core subjects - Feedback is effective when it is timely, specific, and actionable, leading to clear improvements in pupil understanding, confidence, and outcomes - Pupils understand and act on the feedback to improve their learning. <p>Feedback is:</p> <p>Timely</p> <ul style="list-style-type: none"> • Feedback is given during or soon after the learning, while it is still relevant. • Pupils have an opportunity to respond and act on feedback promptly. <p>Clear and Specific</p> <ul style="list-style-type: none"> • Feedback identifies what the pupil has done well (success) and what needs to improve (next steps). • Avoids vague praise or criticism. <p>Actionable</p> <ul style="list-style-type: none"> • Pupils know exactly what to do to improve their work. • Guidance is linked to learning objectives or success criteria. <p>Promotes Thinking and Independence</p> <ul style="list-style-type: none"> • Encourages self-reflection or self-correction, rather than providing the answer. • Pupil engagement with feedback is evident in redrafting, response tasks, or verbal explanations. <p>Proportionate</p> <ul style="list-style-type: none"> • Feedback is manageable in workload and prioritised for high-impact tasks (e.g., misconceptions, key skills). • Can be verbal, written, or whole-class depending on context. <p>Evidence of Impact</p> <ul style="list-style-type: none"> • Pupils' subsequent work shows improvement based on feedback given. • Teachers can identify improved understanding or application of the concept.
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<p>Special Educational Needs and Disabilities (SEND)</p> <p>Challenge: Accessing appropriate support and resources to engage with the curriculum.</p> <p>Intended Outcome:</p> <ul style="list-style-type: none"> • Staff equipped with a repertoire of strategies to support SEND and PP pupils. • Participation in the PINS project to develop inclusive practices. • Professional development focused on adaptive teaching. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • SEND strategies embedded across the curriculum. • Staff apply explicit instruction, scaffolding, and flexible grouping. • Improved engagement and outcomes for PP pupils with SEND.
<p>5. Enhance Social and Emotional Well-being:</p> <p>Challenge: Mental health, trauma, and family instability affecting engagement</p> <p>Intended Outcome:</p> <p>Support the emotional and mental health needs of disadvantaged pupils, improving their confidence, resilience, and readiness to learn.</p> <ul style="list-style-type: none"> • Social and emotional learning (SEL) explicitly taught. • Emotion coaching and mental health support embedded. • Targeted interventions for pupils with identified needs. 	<p>SEL strategies used in whole-class and targeted sessions. Staff trained in emotional regulation support. Improved emotional resilience and engagement</p>

<p>6.Low Aspirations and Motivation Challenge: Limited exposure to role models and future opportunities.</p> <p>Intended Outcome:</p> <ul style="list-style-type: none"> • Enrichment opportunities and cultural capital experiences. • More extracurricular and cultural experiences. • Structured extended schools programme including Children’s University. • Increased participation in extracurricular activities. 	<p>Increased PP pupil attendance at clubs and enrichment events. Pupil voice used to shape enrichment offer. Raised aspirations and motivation. Targeted support for PP pupils to access enrichment. Funding support for activities with costs. Monitoring of participation and impact. Broader experiences reflected in pupil engagement and confidence.</p> <p>The impact of this will be:</p> <ul style="list-style-type: none"> • PP participation in clubs and enrichment activities remains within 5% of whole-school average. • Targeted year groups (Reception, Y6) show increased engagement term-on-term. • Pupil voice surveys show increased interest and enjoyment in enrichment activities.
<p>7.Health and Well-being Concerns Challenge: Physical and mental health barriers to learning.</p> <p>Intended Outcome:</p> <ul style="list-style-type: none"> • Pastoral care and mental health support embedded. • Partnership with external agencies for targeted support. • Staff trained in well-being strategies. 	<p>Improved well-being indicators. Reduction in behaviour incidents linked to emotional distress. Increased readiness to learn.</p>

<p>8 Promote Parental and Community Engagement:</p> <p>Challenge: Promote Parental and Community Engagement: The school faces the challenge of building stronger, more consistent partnerships with families and the wider community to enhance the support system available to disadvantaged pupils. While some families are actively engaged, there remains a need to increase participation and collaboration to ensure all pupil premium children benefit from a cohesive network of support that extends beyond the classroom. Leveraging community resources and fostering meaningful parental involvement is essential to improving outcomes for these pupils.</p> <p>Intended Outcome Disadvantaged pupils will benefit from increased parental involvement and community engagement, leading to improved academic progress, attendance, and wellbeing. Families will feel more confident and equipped to support their children's learning, and community partnerships will enrich the educational experience.</p>	<ul style="list-style-type: none"> • A structured programme of family learning and engagement is in place across all year groups. • Increased attendance of PP families at school events, workshops, and parent sessions. • Community partnerships (e.g. libraries, Children's University, cultural organisations) actively contribute to pupil enrichment. • Evidence of improved pupil outcomes linked to increased parental engagement (e.g. reading logs, homework completion, attendance). • Parent feedback indicates improved confidence and involvement in their child's education. <p>The impact of this will be:</p> <ul style="list-style-type: none"> • % of PP families attending workshops and events increases termly. • Reading logs and homework completion rates improve among PP pupils. • Parent feedback surveys show increased confidence in supporting learning at home.
<p>9, Attendance and Engagement:</p> <p>Challenge: Attendance and Engagement: Attendance rates can be lower among disadvantaged pupils, often due to external factors such as family responsibilities or poor health</p> <p>Intended Outcome:</p> <ul style="list-style-type: none"> • Attendance above national average for all pupils, including PP. • Persistent absence reduced. 	<p>Attendance monitored and supported through EWO and school systems.</p> <p>Communication with families improved.</p> <p>Attendance incentives and interventions show impact.</p> <p>PP attendance remains above national average (target: <5.5% absence).</p> <p>Persistent absence among PP pupils reduced to below 10%.</p> <p>Termly attendance tracking shows consistent improvement across all year groups.</p>

<ul style="list-style-type: none"> Family engagement strategies in place. 	
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number addressed
<p>Underdeveloped Early Literacy and Numeracy Skills: Challenge: Many children begin school with significant gaps in literacy and numeracy, requiring specific teaching of language and communication and targeted early intervention Intended Outcome: Focus on Early Years Education: High-quality early years education of language and communication is prioritised to support language development and school readiness. Activities Continuous professional development (PD) that equips teachers with the knowledge, skills, and strategies to support language acquisition and communication effectively.</p> <p>PD is focused on enhancing their understanding of language development, improving pedagogical practices, and providing teachers with tools and techniques to engage children in rich language experiences. The impact this will enable teachers to deliver:</p> <p>Literacy-Focused Activities</p> <p>Dialogic Reading Sessions</p> <ul style="list-style-type: none"> Structured adult-led reading that encourages children to talk about the story, predict outcomes, and relate to characters. Use books from Bug Club and other phonics-aligned schemes. Focus on vocabulary expansion and sentence structure. <p>Daily Language Circles</p>	<p>Research Evidence: Literacy Dialogic Reading Sessions -EEF Evidence: Dialogic reading improves children’s language comprehension and vocabulary. The PEER and CROWD frameworks support adult-child interaction during shared reading. ► Impact: +6 months progress [educatione...ion.org.uk] Daily Language Circles - EEF Evidence: Structured oral language interventions, including small-group discussions, support expressive language and sentence structure. ► Impact: +6 months progress [educatione...ion.org.uk] Explicit Vocabulary Instruction - EEF Evidence: Explicit vocabulary teaching—naming, explaining, repetition—benefits all children, especially those from disadvantaged backgrounds.</p>	No 1

<ul style="list-style-type: none"> • Short, focused group sessions where children practice speaking in full sentences. • Use sentence stems and visual prompts to scaffold responses. • Incorporate storytelling and retelling activities. <p>Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> • Introduce 5–10 new words weekly using visual aids, actions, and repetition. • Embed words in multiple contexts throughout the day. • Use word walls and vocabulary journals. <p>Oracy-Integrated Curriculum</p> <ul style="list-style-type: none"> • Embed speaking and listening objectives across subjects. • Use talk partners, structured debates, and oral rehearsal before writing. <p>Language-Rich Environment</p> <ul style="list-style-type: none"> • Labelled resources, interactive displays, and role-play areas with thematic vocabulary. • Adults model rich language and extend children’s utterances <p>Daily ‘Talking Time’ Sessions</p> <ul style="list-style-type: none"> • Dedicated 10–15 minute slots where children engage in structured conversations. • Use prompts like “Tell me about...”, “What do you think will happen if...?”, or “How did you feel when...?” • Encourage full sentences, descriptive language, and turn-taking. <p>Talking Time in Continuous Provision</p> <ul style="list-style-type: none"> • Adults join children in play and model rich language. • Use open-ended questions to extend vocabulary and sentence structure. • Record observations to track language development. <p>Creating a Language-Rich Environment</p> <ul style="list-style-type: none"> • Teachers to understand how to create a language-rich classroom that promotes communication development through various environmental factors. <p>Incorporating Technology to Support Language Development</p> <ul style="list-style-type: none"> • Teachers to understand how technology can be used to enhance and support language development, especially for children with different learning needs. <p>Collaboration with Speech and Language Specialists</p> <ul style="list-style-type: none"> • Teachers to work closely with speech and language therapists (SLTs) to ensure that language interventions are implemented effectively and that children with speech or language delays receive appropriate support. <p>Culturally Responsive Teaching for Language Development</p> <ul style="list-style-type: none"> • Teachers to understand the cultural factors that influence language development, including the role of 	<p>► <i>Impact: +5 to +6 months progress</i> [educatione...ion.org.uk]</p> <p>Oracy-Integrated Curriculum -EEF Evidence: Embedding speaking and listening across subjects improves metacognition and comprehension. ► <i>Impact: +7 months progress</i> [educatione...ion.org.uk]</p> <p>Language-Rich Environment - EEF Evidence: Environments with rich vocabulary, adult modelling, and responsive interactions enhance language development. ► <i>Impact: +7 months progress</i> [educatione...ion.org.uk]</p> <p>EEF Evidence: The EEF’s <i>Early Language Development</i> review emphasizes the importance of early identification and intervention for children with language delays, particularly those from socioeconomically disadvantaged backgrounds. EEF Evidence: The EEF highlights that communication and language approaches, such as interactive reading and collaborative talk, consistently benefit young children’s learning. These approaches support both linguistic and cognitive aspects of communication</p> <p>- EEF Evidence: The <i>Preparing for Literacy</i> guidance report underscores the importance of high-quality assessment to ensure all children make good progress. Effective assessment informs targeted interventions and</p>	
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home languages, cultural norms, and the impact of socioeconomic factors.

Promoting Family Engagement in Language Development

- Teachers to develop strategies to engage families in their children's language development, reinforcing the importance of the home environment in fostering communication skills.

Numeracy-Focused Activities

1. Use of Power Maths Programme

- A structured mastery-based approach that builds deep understanding of mathematical concepts.
- Supports small-step progression, visual representations, and reasoning.

supports language development

- **EEF Evidence:** The EEF emphasises that the quality of adult-child interactions significantly impacts language development. Strategies like the ShREC approach (Share attention, Respond, Expand, and Conversation) promote high-quality interactions *Zucker, Moody, & McKenna (2009)* showed that well-designed digital storybooks and educational apps can improve vocabulary when used appropriately.

- **EEF Evidence:** The EEF's evaluation of the Nuffield Early Language Intervention (NELI) demonstrates the effectiveness of structured language programs delivered by trained staff, highlighting the importance of collaboration with specialists *Souto-Manning (2013)* stresses affirming children's identities through inclusive language practices. *Souto-Manning, M. (2013). Multicultural Teaching in the Early Childhood Classroom.*

- **EEF Evidence:** The *Working with Parents to Support Children's Learning* guidance report emphasizes the role of parental engagement in children's language development. Strategies include shared reading and effective communication between educators and families

Numeracy-Focused Research

- **EEF Evidence:** Mastery learning approaches can lead to +5 months progress, especially when combined with high-quality teaching and formative assessment.

- **EEF Evidence:** Number sense interventions and fluency programmes show

<p>2. Master the Curriculum Resources</p> <ul style="list-style-type: none"> • Provides differentiated tasks aligned with mastery principles. • Supports fluency, reasoning, and problem-solving. • Enables targeted support for PP pupils through scaffolded tasks and challenge extensions. <p>3. Daily Fluency Practice</p> <ul style="list-style-type: none"> • Short, focused sessions on number bonds, place value, and times tables. • Use of manipulatives and visual models to support conceptual understanding. <p>4. Maths Talk and Vocabulary Development</p> <ul style="list-style-type: none"> • Embed mathematical language in daily routines (e.g., “more than”, “less than”, “equal to”). • Use sentence stems and talk partners to explain reasoning. 	<p>moderate impact (+3 to +4 months), especially when integrated with classroom teaching.</p> <p>- EEF Evidence: Oral language interventions support mathematical reasoning and problem-solving.</p>	
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<p>Challenge 2: Limited Time and Resources for Professional Development</p> <p>Intended Outcome 2: Professional development improves teacher knowledge, classroom practice, and pupil attainment.</p> <p>Teaching Activities</p> <p>Instructional Coaching</p> <ul style="list-style-type: none"> • Regular, sustained coaching cycles for all teachers, including Early Career Teachers (ECTs) and subject leads. • Focus on lesson design, modelling, questioning, and feedback. • Use a structured cycle: observation → feedback → planning → implementation. • Link coaching goals to PP pupil outcomes (e.g., writing improvement, maths fluency). • Impact: Coaching contributed to improved KS2 outcomes (e.g., 87% in Maths, 61% in Reading for PP pupils). <p>Lesson Study & Collaborative Planning</p> <ul style="list-style-type: none"> • Teachers plan, observe, and refine lessons together. • Builds shared pedagogical understanding and improves subject knowledge. • Focus on adaptive teaching for PP pupils. <p>Evidence-Informed CPD Workshops</p> <ul style="list-style-type: none"> • Use EEF guidance reports (e.g., <i>Improving Literacy in KS1, Effective Professional Development</i>) to structure CPD. • Include time for discussion, application, and follow-up. <p>Develop Subject-Specific PD Pathways</p> <ul style="list-style-type: none"> • Create tailored CPD for Reading, Writing, and Maths using: <ul style="list-style-type: none"> ○ Power Maths (KS1–KS2) ○ Bug Club Phonics (EYFS–KS1) ○ Writing moderation and grammar workshops. • Use pupil premium data to identify gaps and target training. <p>Feedback-Focused CPD</p> <ul style="list-style-type: none"> • Train staff in effective feedback strategies: <ul style="list-style-type: none"> ○ Timely, specific, actionable. ○ Use of live marking, verbal feedback, and pupil response routines. • Focus on actionable feedback strategies: <ul style="list-style-type: none"> ○ Live marking ○ Whole-class feedback ○ DIRT (Dedicated Improvement and Reflection Time) • Use pupil work samples to evaluate impact. 	<p>EEF Evidence: Instructional coaching leads to +6 months progress when sustained over time.</p> <p>EEF Evidence: Collaborative PD improves teaching quality and pupil outcomes.</p> <p>-EEF Evidence: PD aligned with school priorities and pupil needs leads to +5 months progress.</p> <p>-EEF Evidence: Effective feedback improves learning by +6 months.</p> <p>- EEF Evidence: Metacognitive strategies yield +7 months progress</p> <p>Use EEF Implementation Guidance</p> <p>-Apply EEF’s “Effective Professional Development” principles:</p> <ul style="list-style-type: none"> • Build knowledge • Motivate staff • Develop teaching techniques 	
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<ul style="list-style-type: none"> • Impact: Feedback strategies helped narrow gaps in phonics and KS2 Reading. <p>5. Dedicated Improvement and Reflection Time</p> <ul style="list-style-type: none"> • Embed time in lessons for pupils to act on feedback. • Supports metacognition and self-regulation. <p>6. Subject-Specific CPD in Reading, Writing, and Maths</p> <ul style="list-style-type: none"> • Use Power Maths and Bug Club as core platforms. • Focus on adaptive teaching and scaffolding for PP pupils. • Impact: Power Maths leads to 74% of PP pupils achieving expected standard in KS2 Maths <p>Writing:</p> <p>Explicit Teaching of Sentence Construction</p> <ul style="list-style-type: none"> • CPD on how to model sentence types (simple, compound, complex). Use of Grammarsaurus. • Use of sentence stems and grammar games. <p>2. Writing Moderation and Shared Analysis</p> <ul style="list-style-type: none"> • Regular moderation sessions using pupil work. • Focus on identifying gaps in structure, vocabulary, and composition. • Impact: Writing was 13% below national PP average; moderation can help identify and address misconceptions. <p>3. Genre-Specific Writing CPD</p> <ul style="list-style-type: none"> • Deep dives into narrative, persuasive, and explanatory writing. • Model texts, shared writing, and planning scaffolds. <p>4. Use of Shared and Guided Writing</p> <ul style="list-style-type: none"> • CPD on modelling writing live with pupils. • Use of think-aloud strategies to demonstrate planning, drafting, and editing. <p>5. Vocabulary and Language Enrichment</p> <ul style="list-style-type: none"> • CPD on tiered vocabulary instruction (Tier 1–3 words). • Embed vocabulary across subjects and link to writing tasks. <p>6. Feedback for Writing Improvement</p> <ul style="list-style-type: none"> • CPD on giving actionable feedback in writing: <ul style="list-style-type: none"> ○ Focus on content, structure, and grammar. ○ Use of DIRT time for pupil response. <p>7. Use of High-Quality Texts and Modelled Reading</p> <ul style="list-style-type: none"> • CPD on selecting and using mentor texts to inspire writing. • Link reading to writing outcomes (e.g., character development, setting description). <p>8. Writing Across the Curriculum</p> <ul style="list-style-type: none"> • CPD on integrating writing into science, history, and RE. • Use of non-fiction writing frames and subject-specific vocabulary. <p>Monitor PD Impact on Pupil Outcomes</p> <ul style="list-style-type: none"> • Use termly data reviews to assess: 	<ul style="list-style-type: none"> • Embed practice <p>Sutton Trust (2014) A report titled "<i>What Makes Great Teaching?</i>" found that teacher quality is the most important school-related factor in pupil achievement. Ongoing PD plays a critical role in improving that quality.</p> <p>- EEF Evidence: Grammar instruction embedded in writing tasks improves outcomes (+6 months). DfE Standards for Teachers' Professional Development (2016)</p> <p>Emphasises that PD must be aligned to school improvement priorities and focused on outcomes, not just inputs</p> <p>- EEF Evidence: Structured writing approaches improve clarity and coherence. -EEF Evidence: Shared writing improves composition and metacognition (+7 months). -EEF Evidence: Oral language interventions support writing development (+6 months).</p> <p>- EEF Evidence: Effective feedback leads to measurable gains in writing quality.</p> <p>- EEF Evidence: Reading comprehension strategies support writing fluency and structure.</p> <p>- EEF Evidence: Cross-curricular writing improves fluency and purpose.</p>	
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<ul style="list-style-type: none"> ○ PP progress in RWM ○ Greater Depth attainment ○ Fluency in times tables ● Link PD sessions to measurable pupil outcomes. <p>7. Collegiate Curriculum Development Groups (CCDG)</p> <ul style="list-style-type: none"> ● Strengthen curriculum leadership and subject expertise. ● Align curriculum with PP needs. ● PLG's contribute to improved KS2 outcomes and curriculum adaptation. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge Academic Attainment: Close the attainment gap between disadvantaged pupils and their peers, particularly in core subjects like English and Mathematics.</p> <p>Intended Outcome Close the attainment gap between disadvantaged pupils and their peers, particularly in English and Mathematics.</p> <p>Structured Reading Interventions Phonics Interventions Phonics interventions for early readers (EYFS, KS1, struggling readers to improve decoding, reading fluency, and word recognition</p> <p>Reading Comprehension Strategy Interventions Teach pupils in KS2 to actively understand texts through prediction, summarising, questioning, clarifying</p> <ul style="list-style-type: none"> ● Use programs like Bug Club and Rapid Readers. for decoding and fluency. ● Delivered by trained TAs or teachers in small groups. <p>Oral Language Interventions</p>	<p>High-impact, academic targeted interventions—backed by research and Education Endowment Foundation (EEF) evidence</p> <p>EEF Impact: +5 months</p> <p>EEF Impact: +6 months</p> <p>EEF Impact: +6 month</p> <p>EEF Impact: +5 months progress for phonics and reading comprehension strategies</p> <p>EEF Impact: Moderate (when integrated with reading)</p> <p>EEF Impact: +4 to +5 months</p> <p>EEF Impact: +3–4 months (when focused and frequent)</p>	

<p>For EYFS, KS1, and EAL/SEND pupils to boost vocabulary, listening, and expressive language. (Use Nuffield Early Language Intervention (NELI), Talk Boost, Early Talk).</p> <p>Writing Interventions Improve sentence construction, grammar, planning, editing for pupils in KS2 Focus on sentence construction, grammar, planning, and editing.</p> <ul style="list-style-type: none"> • Use model texts and shared writing strategies. <p>MATHEMATICS Interventions 1:1 or Small Group Tuition Devise and deliver personalised instruction based on gaps in knowledge for KS1 and KS2 pupils at risk of falling behind</p> <p>Maths Mastery Catch-Up</p> <ul style="list-style-type: none"> • Post-lesson interventions using Power Maths consolidation tasks. • Use manipulatives and visual models to support understanding. <p>Number Sense and Fluency Programme Interventions Extra intervention for those in KS1 and lower KS2 who need further support to improve number bonds, place value, and mental calculation using Rapid Maths</p> <p>1:1 and Small Group Tuition</p> <ul style="list-style-type: none"> • Personalised instruction based on gaps identified through formative assessment. • Delivered by qualified staff or tutors. <p>Metacognition and Self-Regulated Learning</p> <ul style="list-style-type: none"> • Teach pupils how to plan, monitor, and evaluate their learning. • Use “thinking aloud” strategies and reflection journals. 	<p>- EEF Impact: +6 months when grammar is taught in context.</p> <p>- EEF Impact: +7 months EEF Impact: Moderate (when combined with manipulatives and problem solving)</p> <p>- EEF Impact: +5 months for mastery learning approaches.</p> <p>- EEF Impact: +4 months for small group tuition.</p> <p>- EEF Impact: +7 months progress.</p>	
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<p>Special Educational Needs and Disabilities (SEND): Challenge: Accessing appropriate support and resources, impacting their ability to engage with the curriculum and achieve their full potential</p> <p>Intended Outcome:</p> <ul style="list-style-type: none"> • Staff equipped with a repertoire of strategies to support SEND and PP pupils. • Embedding strategies from the PINS project to ensure inclusive practices. • Professional development focused on adaptive teaching. <p>Structured Literacy and Numeracy Interventions</p> <ul style="list-style-type: none"> • Use evidence-based programmes such as: <ul style="list-style-type: none"> ○ Toe by Toe, Rapid Phonics and Rapid Reading for decoding and fluency. ○ Numicon, Rapid Maths and Power Maths catch-up for conceptual understanding. • Delivered in small groups or 1:1 by trained staff. <p>2. Speech, Language and Communication Support</p> <ul style="list-style-type: none"> • Implement targeted oral language programmes: <ul style="list-style-type: none"> ○ NELI (Nuffield Early Language Intervention) ○ Early Talk Boost ○ Language for Thinking ○ Talking Time • Focus on vocabulary, sentence structure, and listening comprehension. <p>3. Adaptive Teaching</p> <ul style="list-style-type: none"> • Staff receive coaching on: <ul style="list-style-type: none"> ○ Scaffolding tasks ○ Flexible grouping ○ Use of visuals and manipulatives ○ Chunking instructions and modelling • Linked to classroom observations and pupil progress. 	<p>- EEF Impact: Structured interventions can lead to +4 months progress.</p> <p>- EEF Impact: Oral language interventions yield +6 months progress.</p> <p>EEF identifies five core strategies that underpin adaptive teaching and support pupils with SEND:</p> <p>Explicit instruction: Clear modelling and guided practice.</p> <p>Cognitive and metacognitive strategies: Planning, monitoring, and evaluating learning.</p>	
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<p>4. SEND Strategy Meetings</p> <ul style="list-style-type: none"> • Regular sessions with the SENDCo. • Staff bring pupil profiles and receive tailored strategies and resources. • Encourages collaborative problem-solving and professional learning. <p>5. Use of Assistive Technology</p> <ul style="list-style-type: none"> • Provide access to: <ul style="list-style-type: none"> ○ Clicker 8, voice-to-text tools, visual timetables to support independence and access to curriculum content. 	<p>Scaffolding: Temporary supports that are gradually removed.</p> <p>Flexible grouping: Dynamic groupings based on mastery.</p> <p>University of Derby Action Research (2025)</p> <p>Study Context: Conducted in a mainstream primary school as part of the DfE’s nasen Universal SEND programme.</p> <p>Findings:</p> <ul style="list-style-type: none"> -Pupil Passport reviews were most effective when conducted with a trusted adult and supported by access to the pupil’s workbooks. -The presence of a second adult for note-taking enhanced the quality of feedback and planning. - Reviews improved communication and understanding of pupil needs. <p>-Implication: Pupil Passports foster a more collaborative and inclusive approach to SEND support.</p> <p>EEF SEND Guidance Report (2025)</p> <p>The EEF’s Special Educational Needs in Mainstream Schools guidance includes five evidence-based strategies for supporting SEND pupils, one of which is the use of technology. [education...ion.org.uk]</p> <p>Technology is recommended to:</p> <ul style="list-style-type: none"> -Support communication (e.g., speech-to-text tools, visual timetables) 	
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<p>Peer Mentoring and Learning Buddies</p> <ul style="list-style-type: none"> • Pair SEND and PP pupils with mixed ability groupings • Focus on social interaction, confidence, and academic support. 	<ul style="list-style-type: none"> - Enable access to curriculum content (e.g., screen readers, adaptive software) -Promote independence and reduce reliance on adult support - Facilitate assessment and feedback for pupils with processing or motor difficulties <p>EEF Evidence – Peer Tutoring</p> <ul style="list-style-type: none"> -Impact: Peer tutoring shows +6 months progress on average. -Approach: Includes same-age and cross-age tutoring, often reciprocal. -Relevance to SEND: Effective for low-attaining pupils and those needing scaffolded support. - Key Success Factors: Structured training, clear roles, and regular review 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge 5: Social and Emotional Challenges</p> <p>Intended Outcome: Improved confidence, resilience, and readiness to learn. SEL explicitly taught. Targeted interventions for pupils with identified needs.</p> <p>Wider Strategy Activities Social and Emotional Learning (SEL) Curriculum (e.g., Jigsaw, PATHS). Small-Group Interventions for anxiety, self-esteem, and friendship skills. Peer Mentoring and Learning Buddies to build relationships and confidence.</p>	<p>SEL programmes improve social interaction, emotional regulation, and academic engagement.</p> <p>Peer mentoring and learning buddies support social inclusion and confidence, especially for SEND and disadvantaged pupils.</p> <p>Whole-school SEL integration is more effective than isolated interventions.</p> <p>[d2tic4wvo1...dfront.net]</p>	

<p>Circle Time and Restorative Practices to promote empathy and reflection. Staff CPD on Trauma-Informed Practice. Pupil Passports to personalise support and build pupil voice</p>		
<p>Challenge 6: Limited Aspirations and Access to Enrichment Intended Outcome: Increased participation in extracurricular activities. Raised aspirations and motivation. Broader experiences reflected in pupil engagement. Wider Strategy Activities Children’s University Programme to track enrichment participation. Subsidised Access to Clubs and Trips for PP pupils. Career and Role Model Visits (e.g., STEM ambassadors, authors). Pupil Voice Surveys to shape enrichment offer. Termly Enrichment Audits to monitor PP engagement. Cultural Capital Curriculum Mapping to ensure exposure to diverse experiences.</p>	<p>Arts participation (e.g., music, drama, creative writing) leads to +3 months progress in literacy and maths. [educatione...ion.org.uk] Enrichment activities build cultural capital, improve engagement, and support broader development. Case studies show that pupil premium funding used for cultural enrichment improves confidence and curriculum access</p>	
<p>Challenge 7: Health and Well-being Concerns Intended Outcome: Pastoral care and mental health support embedded. Partnership with external agencies for targeted support. Staff trained in well-being strategies. Wider Strategy Activities Embed Emotion Coaching Training for staff to support emotional regulation. Continue to train Mental Health First Aid Certification for key staff. Access to Counselling Services via external providers or school-based practitioners. (younger minds & MHST) Calm Corners for identified children in classrooms with sensory tools and visuals. Regular Well-being Pupil Surveys to monitor pupil mental health and engagement.</p>	<p>Social and Emotional Learning (SEL) interventions show +3 months progress in academic outcomes and improve emotional regulation, behaviour, and engagement. Emotion Coaching improves teacher-pupil relationships and helps pupils manage emotions. Universal SEL programmes are effective when integrated into whole-school ethos and explicitly taught</p>	
<p>Challenge 8: Promote Parental and Community Engagement Intended Outcome: Increased parental involvement and community partnerships. Improved academic progress, attendance, and wellbeing. Wider Strategy Activities Stay and Learn sessions (e.g., phonics, maths games, reading, prayer). Inspire Sessions where parents join classroom activities. Parent Voice to gather feedback and co-design support. Community Partnerships with libraries, museums, and local charities. Home Learning with guidance for supporting reading and homework.</p>	<p>-Parental engagement leads to +4 months progress in academic outcomes. [educatione...ion.org.uk] -Effective strategies include: -Practical support for home learning -Tailored communication -Family learning workshops -EEF Guidance recommends sustained and intensive support for families with greater needs.</p>	

<p>Challenge 9: Attendance and Engagement</p> <p>Intended Outcome: Attendance above national average for all pupils, including PP. Persistent absence reduced. Family engagement strategies in place.</p> <p>Wider Strategy Activities Attendance Incentives (e.g., certificates, class rewards). EWO Clinics (Educational Welfare Officer) for targeted families. First-Day Response System for absences. Attendance Assemblies celebrating improvements. Home Visits for persistent absence cases. Termly Attendance Tracking and Analysis with PP focus.</p>	<p>EEF's Attendance Strategy Framework recommends:</p> <ul style="list-style-type: none"> -Building relationships with families -Creating a culture of belonging -Using data to diagnose barriers and monitor impact [education...ion.org.uk] -Parental engagement and responsive interventions (e.g., EWO clinics, home visits) show promise in reducing persistent absence. 	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

This document analyses the impact of the Pupil Premium (PP) strategy at St George & St Martin Catholic Academy, using the 3-year data trends and strategic priorities outlined in the PP strategy document. It evaluates how teaching strategies, academic support, and wider strategies have contributed to achieving intended outcomes and addressing key challenges.

1. Teaching Strategies

The PP strategy emphasises quality first teaching, curriculum adaptation, and professional development. Initiatives such as Power Maths, Bug Club Reading, and instructional coaching have been embedded across EYFS and KS1.

Impact:

- EYFS All pupils achieved 69% GLD whereas PP pupils achieved 46% GLD. However, for communication and language 86% of the cohort achieved the standard in listening, attention and understanding and 73% of the PP children achieved this level. In speaking 64% of PP pupils achieved the standard. The focus of the strategy was the development of CLL. This will continue to be a focus for the academic year 2025-26 in the PP strategy.

National Averages (All Pupils)

- Communication and Language ELG: 76.3%
- Listening, Attention and Understanding: 81.6%

Analysis

- SGSM PP pupils are below national averages in both areas.
- The gap in communication and language is ~12 percentage points, indicating a need to strengthen early language interventions.
- This aligns with PP strategy challenges 3 and 5, which target early language development and literacy

- Phonics

75% of all pupils passed the screening and 73% of PP passed the screening. This was an improvement of 13% on the previous year showing the impact of using Phonics Bug and the CPD and coaching in the teaching of phonics. Professional development in phonics contributed to improved teaching delivery.

SGSM's PP pupils outperformed the national PP average by 6 percentage points, indicating strong impact from targeted phonics strategies.

All pupils at SGSM performed slightly below the national average (75% vs 80%), but the gap between PP and non-PP pupils at SGSM is smaller than the national gap (4% vs 17% nationally).

This suggests effective narrowing of the disadvantage gap at SGSM in phonics.

- KS1

65% of all pupils achieved the expected standard and 50% of PP pupils achieved the standard. In writing 61% of all pupils achieved the expected standard and 50% of PP pupils achieved this standard. In maths 61% of all pupils achieved the standard whereas 38% of PP achieved this standard. 61% of all pupils achieved RWM combined at the end of KS1 at the expected standard and 38% of PP achieved this standard. This is an increase on the previous year when only 29% of PP achieved the combined. This is a focus for the academic year 2025-26 in the PP strategy.

- Year 4 multiplication.

The mean score for all was 17.36 and PP was 14. 10.7% of all achieved full marks whereas no PP achieved full marks. This is a focus for the academic year 2025-26 in the PP strategy.

Key Observations

- SGSM's mean score for all pupils is 3.24 points below the national average.
- PP pupils at SGSM scored 4.9 points below the national PP average.
- No PP pupils at SGSM achieved full marks, while nationally 34% of all pupils did.
- This highlights a significant disadvantage gap in multiplication fluency at SGSM.

Strategic Response

This area is rightly identified as a focus for the 2025–26 academic year in SGSM's PP strategy. Planned actions include:

- Embedding consistent times tables practice across KS2.
- Targeted interventions for PP pupils.
- Use of tools like Times Tables Rockstars and structured coaching.
- Monitoring and tracking PP pupil progress in fluency.

These align with Challenge 5 (interventions for numeracy) and Challenge 1 (curriculum adaptation) in the PP strategy.

- **KS2 Expected Standard**

KS2 Reading improved from 63% to 83% over 3 years for all pupils. For PP 61% achieved the standard. This was an increase on the previous year from 57% to 61%.

KS2 writing. Overall, for the class 70% of pupils achieved the expected standard. 43% of PP achieved the standard. This was decrease from the previous year from 57%. This is a key priority for PP pupils

KS2 Maths overall improved from 67% to 87%. 71% of PP pupils achieved the standard. This was an increase from 43% in the two previous years showing the impact of Power Maths.,
Combined KS2 overall outcomes rose from 47% to 67%. 43% of PP achieved combined RWM at the expected standard. This was the same as the previous year.

SPAG- overall outcomes rose from 62% to 77%. 43% of PP achieved SPAG at the expected standard.

Strengths at SGSM

- Maths: PP pupils at SGSM outperformed the national PP average by 8 percentage points, reflecting the impact of Power Maths and targeted CPD.
- Combined RWM: SGSM PP pupils are just 1% below the national PP average, showing progress in narrowing the gap.

Areas for Improvement

- Writing: SGSM PP pupils are 13% below the national PP average. This is a key priority in the PP strategy.

- SPAG: SGSM PP pupils are 10% below national PP average.

- Reading: SGSM PP pupils are 7% below national PP average, though improving year-on-year.

Professional development in maths contributed to improved teaching delivery.

- **Key Stage 2 Exceeding Standard**

Reading- overall 40% of the cohort achieved the exceeding standard and 17% of PP achieved this standard. In the previous year no PP achieved this standard.

Writing- overall 10% of the cohort achieved the exceeding standard and 0% of PP achieved this standard. This was a decrease from the previous year of 14%. Writing is a priority focus

Maths - overall 33% of the cohort achieved the exceeding standard and 0% of PP achieved this standard. This was a decrease from the previous year of 14%.

Greater Depth for PP in maths and writing is a focus

SPAG overall 33% of the cohort achieved the exceeding standard and 17% of PP achieved this standard.

This was an increase from the previous year of 14%.

Positive Highlights

- Reading: PP pupils at SGSM (17%) exceeded the national PP average (13%) and improved from 0% the previous year.
- SPAG: PP pupils at SGSM (17%) also outperformed the national PP average (12%) and improved from 14%.

Areas for Development

- Writing: No PP pupils at SGSM achieved Greater Depth, compared to 5% nationally. This is a decline from 14% the previous year and is rightly a priority focus.
- Maths: No PP pupils achieved Greater Depth, compared to 9% nationally. This is also a decline from 14% and a strategic focus for 2025–26.

Strategic Alignment

These outcomes directly support SGSM's PP strategy priorities:

- Challenge 5: Improve literacy and numeracy through targeted interventions.
- Challenge 2: Enhance teaching quality via coaching and CPD.
- Challenge 1: Adapt curriculum to meet the needs of disadvantaged pupils.

Targeted Academic Support

Targeted interventions included 1:1 and small group support in literacy and numeracy, and language development programs such as Nuffield Early Language Intervention and Early Talk Boost.

Impact:

EYFS PP pupils: 64% achieved ELG in communication and language and 73% achieved the standard for listening, attention and understanding

Year 6 PP pupils: Reading (61%), Maths (71%), SPAG (43%) – above national average.

Actions used

- Delivered 1:1 and small group support in literacy and numeracy.
- Used Nuffield Early Language Intervention and Early Talk Boost.
- Embedded language development programs in EYFS.
- Linked interventions to assessment data and classroom learning.

Challenges Addressed

- Language development gaps in EYFS.
- Numeracy gaps in KS2.
- Attendance-related underachievement.

Effectiveness

- EYFS PP pupils matched national averages in communication and language.
- Year 6 PP pupils exceeded national PP averages in Reading and Maths.
- SPAG remains a focus area for improvement.

Conclusion

SGSM's targeted interventions are effectively narrowing the disadvantage gap, particularly in:

- Early language development
- KS2 Reading and Maths

These findings support the school's strategic emphasis on:

- Challenge 3 (language development)
- Challenge 5 (literacy and numeracy interventions)
- Challenge 6 (attendance-linked support).

Wider Strategies

Wider strategies included attendance initiatives, parental engagement activities, social and emotional learning support, and enrichment programs.

- Attendance

PP overall absence at 3.4% for all pupils and 5.1% for Pupil Premium pupils. Persistent Absence for all pupils was 4.6% and 12.4% for Pupil Premium children.

Impact of SGSM's Wider Strategies

Despite national challenges, the school shows strong attendance outcomes:

- Overall absence for PP pupils (5.1%) is well below the national PP average (~7.5%).
- Persistent absence for PP pupils (12.4%) is far lower than the national PP rate (~31%), though still notably higher than non-PP peers.

This reflects the positive impact of the school's strategies:

- Attendance initiatives: newsletters, assemblies, EWO clinics.
- Parental engagement: family learning, Inspire sessions.
- Social and emotional learning (SEL): emotion coaching, mental health support.
- Enrichment: after-school clubs, Children's University.

Challenges Addressed

These strategies directly support:

- Challenge 6: Improve PP attendance and reduce persistent absence.
- Challenge 7: Support emotional regulation and wellbeing.
- Challenge 8: Increase parental engagement.
- Challenge 9: Provide enrichment and cultural capital.

Conclusion

The school's wider strategies are highly effective in:

- Reducing absence and persistent absence among disadvantaged pupils.
- Creating inclusive, supportive environments that promote engagement.
- Addressing key PP strategy challenges with measurable impact.

Strategic Intentions for Enrichment activities addressed

The PP strategy identifies the following relevant goals:

- Challenge 9: Ensure PP pupils attend after-school clubs to build cultural capital and enrichment.
- Intended Outcome: Increased uptake of extra-curricular activities by PP pupils, monitored termly.

Term-by-Term Comparison – PP vs All Pupils

Autumn Term 2024

Group % Attending Clubs

All Pupils 119/210 ≈ 57%

PP Pupils 35/62 ≈ 56%

SEND Pupils 30/50 = 60%

PP attendance was close to whole-school average, showing equitable access.

Spring Term 2025

Group % Attending Clubs

All Pupils 120/211 ≈ 57%

PP Pupils 26/62 ≈ 42%

SEND Pupils 22/48 ≈ 46%

PP attendance dropped significantly, especially in Reception, Y1, and Y2.

Summer Term 2025

Group % Attending Clubs

All Pupils 128/201 ≈ 64%

PP Pupils 38/65 ≈ 58%

SEND Pupils 28/43 ≈ 65%

PP attendance recovered, exceeding Autumn levels and approaching whole-school average.

Year Group Highlights – Summer Term

- Reception: PP attendance low (14%) – early engagement needed.
- Y1–Y4: PP attendance strong (60–83%) – strategy working well.
- Y6: PP attendance lowest (42%) – transition support may help.

Impact on Intended Outcomes

- Monitoring is in place, as shown by termly breakdowns.
- Uptake among PP pupils is improving, especially in KS2.
- Supports Challenge 9 by offering enrichment and cultural capital.
- Addresses Challenge 6 indirectly by improving engagement and attendance.

Recommendations for the next academic year

- Target Reception and Y6 PP pupils for club engagement.
- Continue tracking termly and use pupil voice to tailor offerings.
- Link club participation to wellbeing and attendance strategies.
- SEL: Emotion coaching and mental health support embedded.
- Parental engagement: Mixed impact; reading at home remains low.

Challenges Addressed:

- Attendance and emotional regulation.
- Parental engagement and cultural capital.

Most Effective Professional Development

The most effective CPD initiatives were those aligned with evidence-based teaching and inclusive practices:

- Power Maths coaching (Mark Cotton): Improved EYFS maths outcomes.
- Phonics Bug Club: Supported phonics teaching, 73% PP pass rate in Year 1.
- Collegiate Curriculum Development Groups (CCDG): Strengthened curriculum leadership.
- Coaching for ECTs and subject leaders: Improved KS2 outcomes.
- Language development training in EYFS: 69% PP achieved ELG.
- SEND & Neurodiversity training (PINS): Embedded inclusive practices.

Recommendations for the next academic year

- Address KS1 decline in Reading, Writing, and Maths for PP pupils.
- Prioritise writing development across KS2.
- Improve times tables fluency in Year 4.
- Strengthen parental engagement in reading.
- Intensify efforts to reduce persistent absence among PP pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Power maths	White Rose Maths
Mastering number	
Master the Curriculum	

Phonics Bug Club	Pearson
Rapid reading	Pearson
Rapid phonics	Pearson
Rapid maths	Pearson
Grammarsaurus	Grammarsaurus Ltd

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.